DOCUMENT RESUME

ED 162 010 UD 018 709

AUTHOR Colclough, Glenna; Lilley, Stephen
TITLE Perceived Blockages in the Occupational Attainment of Southern Black Youth.
PUB DATE Aug 78
NOTE 36p.; Paper prepared for presentation at the annual meeting of the Rural Sociological Society (San Francisco, California, August, 1978); Not available in hard copy due to reproduction quality of the original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Black Attitudes; *Black Students; Black Youth; Equal Opportunities (Jobs); *Goal Orientation; Low Achievement Factors; *Occupational Aspiration; *Role Perception; Self Concept; Senior High Schools; Sex Differences; Social Factors; *Social Status; Student Attitudes
IDENTIFIERS South Carolina

ABSTRACT

A study of specific factors that a group of black students perceive as blockages to their occupational attainment suggest two blockage types, individual and structural. An examination of these factors and their relationships to sex and occupational aspiration variables indicates that there are no significant relationships between sex and perceptions of either individual or structural blockage types, or between occupational aspirations and the structural blockage type. However, as shown in a study of black South Carolina high school students, aspirations are significantly related to perception of individual blockage to attainment. These findings substantiate the contentions that a multidimensional treatment of goal blockage can be useful in assessing the factors black youth perceive as inhibiting their occupational attainment. By specifying particular blockage types, differences between groups can be observed which would not be apparent if a single scale of blockage items had been used. (Author/EB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

OCT 24 1978

ED162010

PERCEIVED BLOCKAGES IN THE OCCUPATIONAL ATTAINMENT OF SOUTHERN BLACK YOUTH

Glenna Colclough

Stephen Lilley

Clemson University

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Glenna Colclough

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

UD018709

Paper prepared for presentation at the annual meeting of the Rural Sociological Society, San Francisco, August 1978.

INTRODUCTION

The plight of blacks in the labor force has been described as that of people who, "remain disproportionately concentrated in the lowest paying, least unionized and most competitive jobs in the American economy," (Briggs, 1975: 386). For example, according to 1970 census reports, 53 percent of the white work force held white collar positions compared to 27 percent of the black work force. On the other hand, lower level manual jobs with limited opportunities for upward mobility were commonly held by blacks. High unemployment rates (9.9 percent in 1971), and a median family income of between 60 and 70 percent of that for whites also contribute to a bleak economic picture for blacks. Given these current inequalities in occupational placement and income, it is not surprising that blacks perceive access to higher level occupations more pessimistically than their white peers (Cosby & Falk, 1973; Cosby & Picou, 1972; Sollie & Lightsey, 1975).

Inequalities in the opportunity and attainment of blacks compared to whites have been well documented (Jencks, et. al., 1972). Yet, our present status attainment models have not been able to successfully explain these inequalities. In other words, the explained variance in black attainment using these models remains very low--much lower than that for whites (Kerckhoff & Campbell, 1977; Portes & Wilson, 1976; Porter, 1974). One explanation for this failure is the emphasis on individual characteristics (socialization, attitudes, perceptions, etc.) to explain the transition from origin to attainment. While such variables may be relevant to those for whom the occupational structure remains fairly open (whites), these variables may not be able to account

for the attainment of those facing a more closed, or limited occupational structure (blacks). On the other hand, few attainment models have incorporated variables that explicitly measure structural limitations or constraints, such as class barriers or differential opportunity structures, which may further explain the attainment of certain groups (Kerckhoff, 1976; Horan, 1978). The issue here is that present status attainment models based on male white populations are ineffective when applied to black populations, because they ignore important structural factors which may be critical to the understanding of black attainment.

In this paper, we will examine specific factors that a group of black students perceive as blockages to their occupational attainment. The range of blockage items includes individual factors similar to those used in previous models, as well as factors which reflect structural limitations to attainment. By specifying factors which blacks themselves perceive as affecting their attainment, we may identify additional variables that will increase the explanatory power of our status attainment models for blacks. Specifically, we are concerned with three questions:

1. What items do black youth perceive as inhibiting their occupational attainment?
2. Should goal blockage items be treated as a unidimensional scale, or by blockage types?
3. If such blockage types are identified, are there relationships between sex, occupational aspirations, and each of these types?

THE BLOCKAGE ITEMS

Much of the status attainment research dealing with the concept of "goal blockage" comes from a data set of predominantly rural, Southern

high school students (USDA-CSRS Regional Project S-81). Information on blockage perception in these studies was collected by asking respondents to rate ten items as to how much effect each item had in blocking the attainment of their occupational aspirations. These ten items include:

1. Not enough money to go to technical school or college.
2. The schools I have gone to.
3. Lack of parents' interest.
4. My race.
5. Don't want to move.
6. Good jobs are getting too scarce in the U.S.
7. Lack of good job opportunities in or near my community.
8. No technical school or college nearby.
9. Don't know enough about the opportunities that exist.
10. Not smart enough.

While the role of these perceived goal blockage factors in youths' projections of occupational attainment is not fully understood at this time, it has been suggested that such factors may be important to the process of occupational choice within certain groups. Cosby and Falk (1973) used goal blockage as one of three social psychological variables which mediate the influence of background factors on anticipatory goal deflection (the difference between one's aspirations and expectations). While the model's explanatory power increased for each time period they examined (1966, 1968, and 1972), the overall explained variance for anticipatory goal deflection remained quite low.

In another path analytic model, Howell, Frese, and Sollie (1977) used goal blockage as an intervening variable between aspirations and

expectations. They found that while socioeconomic status and respondent's knowledge of occupational rewards and requirements significantly influenced goal blockage, goal blockage in turn, did not appreciably lower occupational expectations. Thus, their hypothesis of "increasing realism of choice" was not supported.

TREATMENT OF BLOCKAGE ITEMS--UNIDIMENSIONAL VERSUS BLOCKAGE TYPES

The path analyses cited above have treated goal blockage as a single variable measured by a unidimensional scale. No attempt was made to differentiate types or specific areas of blockage perceptions within this scale, nor was attention given to relationships between such types and other variables in the models.

Using a different treatment of the blockage items, Sollie and Lightsey (1975) examined perceptions of goal blockage individually, and as blockage types for race, sex, and residence groups. Their categories of blockage types include:

1. Personal (those pertaining to respondent's self perceptions--items 4, 5, 9 and 10 above).
2. Enabling (those representing motivating or enabling factors related to occupational mobility--items 1, 2, and 3 above).
3. Structural (items 6, 7, and 8 above, pertaining to features in the social structure).

Overall, they found structural items were perceived more strongly than other types of blockage items by all their groups. Of the variables they examined, they concluded that race had the most influence on blockage perception, with blacks perceiving more blockage on the "personal" items than whites.

Other treatments of goal blockage perceptions using these ten items deal with them as separate entities, or use a variety of groupings to delineate facets or types of goal blockage (Cosby & Picou, 1972; Picou & Azuma, 1970; Falk, 1975; Hall & Coleman, 1978). These groupings are based on each researcher's conceptions of goal block types, and are not substantiated by empirical evidence.

SPECIFICATION OF RELATIONSHIPS

In this research we will examine blockage perceptions among black students aspiring to blue collar or white collar level positions. Given the limited numbers of blacks in higher level positions, we may expect white collar aspirants to perceive greater overall blockage to the attainment of their occupational goals. Furthermore, recruitment to white collar occupations is highly sensitive to individual attributes such as race, sex, education, and other indicators of "social respectability" (Doeringer & Piore, 1975). Therefore, differences in blockage perceptions between white collar and blue collar aspirants may be most pronounced concerning what Sollie and Lightsey (1975) have referred to as "personal" or "enabling" blockage types, i.e. race, intelligence, schooling, money, etc.

RESEARCH DESIGN AND METHODS

In addressing the questions we have posited, we will examine data from 1252 black sophomores enrolled in a cross section of South Carolina high schools. Data were collected in 1973 as part of USDA-CSRS Regional Project--S-81 (Development of Human Resource Potentials of Rural Youth in the South and their Patterns of Mobility). Students completed survey questionnaires in groups of either entire tenth grade

classes, or tenth grade English classes. No attempt was made to contact students who were absent on the days of the data collection.

A comparison of percentage distribution, correlation coefficients (Yules' Q), and chi square statistics will be used to analyze differences in the perceptions of occupational goal blockage items among males and females aspiring to blue and white collar occupations. A factor analysis will be reported to further identify blockage types. These types will be examined for each sex and aspiration group by the use of a series of difference of means tests.

STUDY POPULATION

Sixteen high schools in South Carolina were chosen in 1973 to be representative of an original random sample of 26 schools in the state. The original sample had been drawn in 1966 as a part of Southern Regional Project S-61. Of the sixteen 1973 schools, fourteen (those with black enrollment) will be surveyed here. These schools include a variety of racial compositions, from 2 percent to 95 percent black enrollment. They are located in eleven counties from all parts of the state. The sample is comprised of 1252 black sophomores (606 males, and 646 females). Appendices A and B further describe characteristics of the schools and counties utilized in this research.

STUDY VARIABLES

This analysis will examine the following variables: sex, occupational aspiration, and the ten goal blockages specified in the text above.

Occupational aspirations are coded using a modified Edward's scale in response to the following question: "If you were completely

free to choose any job, what would you desire most as a lifetime job?" Response categories are collapsed into "blue collar" and "white collar" categories, to indicate low versus high levels of occupational aspiration, respectively. "Clerical and sales workers" are included in the blue collar category to distinguish females aspiring to these jobs versus those with more professional or managerial level aspirations. "Housewife" and "Nonearned income" categories are deleted from the analysis.

Goal Blockages include a list of ten items (described above), which respondents rated in terms of this question: "How much effect do you think each of the following things will have in keeping you from getting the job you desire?" Thus, these items were rated by respondents as factors which may block the attainment of their occupational aspirations (an attitude held previous to the respondent's evaluation of the blockage effects). Responses are coded using categories: Very Much, Much, Some, and Not at all, and collapsed into two categories i.e. Not at all or Some Effect for the contingency tables only.

FINDINGS

Percentage Distributions and Correlations

Question 1: What items do black youth perceive as inhibiting their occupational attainment?

Table 1 reports a rank ordering (most perceived blockage to least perceived blockage) of the goal blockage factors under investigation. All subsequent references to particular items by number correspond to those numbers assigned to items by rank order in Tables 1, 2, and 3. Over

fifty percent of the sample perceived the following items as blockages (in rank order):

1. Lack of good job opportunities in or near the community.
2. Good jobs are getting too scarce in the U.S.
3. Not enough money to go to technical school or college.
4. Don't know enough about opportunities that exist.
5. Not smart enough.

The content of these items seems to indicate structural items (1 and 2 above) as those blockages most frequently perceived by these black students.

An analysis of the items by sex, reveals no difference between boys and girls in the rank ordering of the items, and very little difference between sexes in the actual percentages of those perceiving the items to have a blocking effect. Only one item, "The schools I have gone to", produced a significant difference in the responses of males and females, with more males perceiving this item to be a blockage than females. Overall, however, sex seems to have a negligible effect on the perception of the blockage items for this sample.

When occupational aspirations are introduced into the analysis (Table 2), some differences in the perception of certain blockage items among the groups being studies begin to appear. A comparison of percentages reveals some variation in perception of blockage items between blue and white collar aspirants, but only for males. At both levels of aspiration, females tend to perceive blockages similarly.

Expectations that white collar aspirants would perceive greater overall blockage than blue collar aspirants are not supported by these

data. Though differences are minimal for females, consistently it is those aspiring to blue collar occupations that more frequently perceive each of the items as a blockage factor. For males, blue collar percentages are higher on 7 of the 10 items, and for females, 8 of the 10 items show greater blockage perception by blue collar aspirants. Significant differences (at the .05 level) between aspiration levels are displayed by males on four items: Not smart enough, no technical schools or college nearby, schools attended, and don't want to move. Thus, these data refute our contention that white collar aspirants perceive greater blockage than blue collar aspirants.

Question 2: Should goal blockage items be treated as a unidimensional scale of by blockage types?

Responses to these 10 items tend to fall into two groups, i.e. those items for which a similar response was elicited from all those in the sample, and those items which elicited a differential response from blue and white collar aspirants (Table 2). Four items (lack of good jobs in the community, good jobs are scarce in the U.S., lack of money for schools, and no knowledge of opportunities) display no significant differences between aspiration levels; they are seen as the most dominant factors by all groups. The first two items concerning job opportunities, are unquestionably factors which can be considered "structural"--outside or separate from the individual and applying equally within groups of people. "Lack of money for school" and "No knowledge of opportunities" appear to have elements of both individualistic and structural blockage types.

With the exception of item 7 (No technical school or college nearby), items 5 through 10 appear to be "individual" characteristics

and experiences. Each of these items exhibits a higher, and in 4 instances, a significant correlation coefficient between aspiration and blockage perception for males. Those items include: Not smart enough, my race, schools attended, don't want to move, and lack of parents' interest.

Thus, in addition to conceptual implications, the data support a similar conclusion. The stability of responses to items 1 through 4 across sex and aspiration levels further identifies a "structural" blockage type which is universal for black youths and thus is perceived equally by those sampled as inhibiting their occupational attainment. As structural factors exist outside the individual and affect groups of people, not just individuals within such groups, we would expect minimal variation in the perceptions of these factors among individuals within such a group. In our case the group is black youth.

On the other hand individuals within a group vary in personal characteristics, experiences, goals, etc. Therefore, we should expect individuals aspiring to low level occupations versus those aspiring to high level occupations to vary in perceptions of factors tapping these personal dimensions. Again, the heterogeniety of responses to items 5 through 10 between those aspiring to blue and white collar occupations supports the notion of an "individual" blockage type.

Thus, two blockage types, individual and structural, are suggested conceptually and by response patterns of these data. Similar response patterns were also found by Sollie and Lightsey (1975) with structural items perceived equally and personal items perceived differentially among racial groups. Individual experiences (schools attended, and

parents' interest) were not considered "personal" items by Sollie and Lightsey, but we will include these blockage items with those considered "personal" and call the resultant blockage type--individual. The "enabling" blockage type which Sollie and Lightsey conceptualized is not suggested by these data.

Factor Analysis

The primary focus of the above analysis was to examine the ten goal blockage items and determine their relationships to sex and aspiration variables. The following analysis examines the inter-relationships between these blockage items to verify empirically the existence of the blockage types suggested by the earlier analysis.

Based on our comparison of percentages and correlations, two blockage types appear to exist i.e. a structural type and an individual type. We further explored this observation with a factor analysis to determine if any underlying factors exist for these sets of variables.

Using an orthogonal procedure (varimax rotation), two factors consistent with our previous observations, were identified (Table 3).[1] We will call Factor 1 an "Individual Blockage Type" as it includes items that pertain to individual characteristics and experiences (intelligence, desire to move, lack of parents' interest, schools attended, lack of money for school, lack of knowledge of opportunities, and race). Factor loadings of .5 and over, which are considered to be good to excellent indicators of a factor (Comrey, 1973), occur on 4 of the 7 items loading on the Individual factor. Very high loadings (.7 and .8) appear for variables--"Lack of good jobs in community" and

"Good jobs are scarce in the U.S."--on a second factor which we will call a "Structural Blockage Type". The following items load at moderate levels on both factors: Money for schools, knowledge of opportunities, race, and no technical schools nearby. For the purposes of the following analysis, however, these items were included in the factor for which their loading was highest. (See Table 3 for variables included in each factor).

This evidence suggests that while not all the variables in the analysis load significantly on one factor alone, two factors can be identified which indicate the types of goal blockage perceived by these black youth. Further, upon examining these factors, the combinations of variables with high loadings on each factor are indicative of the two blockage types suggested by our earlier treatment of the data i.e. structural and individual blockage types.

Difference of Means Tests

Question 3: If such types are identified, are there relationships between sex, occupational aspirations, and each of these blockage types?

To further specify the relationships between sex, occupational aspirations and each of the blockage types, (identified by the factor analysis), a series of difference of means tests was used. Mean scores for perception of blockage types were computed by a procedure of summing and weighting of factor items using factor scores. (See footnote 2 for further explanation of the computation of mean scores for blockage types.) A T test statistic was computed for sex and each blockage type (structural and individual), and aspiration level and each blockage type. A level of .05 was used to determine the significance of these relationships.

Results were consistent with our initial interpretations based on percentages and correlations (Tables 4 and 5). Neither sex nor aspiration level produced significantly different perceptions of the structural blockage type. Additionally, males and females did not significantly differ in their evaluations of the individual blockage type. However, a significant difference (.0001 level) was displayed between those aspiring to blue and white collar occupations concerning perceptions of individual blockages. A difference in mean scores for each of these aspiration groups indicates blue collar aspirants perceive greater blockage to their occupational attainment by individual factors than their peers aspiring to white collar positions.

In answer to our third question, we conclude that there are no significant relationships between sex and perceptions of either individual or structural blockage types, or between occupational aspirations and the structural blockage type. However, occupational aspirations are significantly related to perception of individual blockage to attainment, based on this sample of South Carolina black students.

Further, these findings substantiate our contention that a multi-dimensional treatment of goal blockage can be useful in assessing the factors black youth perceive as inhibiting their occupational attainment. By specifying particular blockage types, we can observe differences between groups which would not be apparent if a single scale of blockage items had been used.

SUMMARY AND CONCLUSIONS

1. What items do black youth perceive as inhibiting their occupational attainment?

A strong consensus on the overall rank order of the blockage items by all subgroups of this black sophomore sample is exhibited by these data. Two items, "Lack of good job opportunities in or near my community", and "Good jobs are getting too scarce in the U.S.", are consistently indicated as factors inhibiting occupational attainment by over 70 percent of the males, females, blue collar and white collar aspirants. Conceptually, these items exist outside the individual; they are a part of the social and economic structure in which these people live. Thus, in view of the pessimistic situation faced by black youth entering the labor market, these youth appear to realistically assess the structural factors which may block their attainment. These data are similar to overall findings of Sollie and Lightsey (1975) with structural items seen by all groups as the most dominant type of blockage to occupational attainment.

Corroborating findings by Cosby and Picou (1972), we found males and females to have high aspirations, but yet, close to 70 percent of both groups perceive "money to go to technical schools or college" as blockages to these occupational goals. As educational attainment is a strong indicator of occupational attainment, this item may be a very important blockage in the status attainment process of these black youth.

Overall, sex and occupational aspirations did not display strong effects on perceptions of goal blockages in that the rank ordering of the items remained virtually the same for all subgroups, male white collar, male blue collar, female white collar, and female blue collar aspirants. Percentages between groups differed slightly for most items. However, there appear some differences in a pattern we feel

is worth noting, which relates to our second question concerning the treatment of goal blockage items.

2. Should goal blockage be treated as a unidimensional scale or by blockage types?

While it was expected that white collar aspirants would perceive greater overall blockage than blue collar aspirants, these data did not confirm such predictions. It was only for males and only relating to certain blockage items that any significant differences between aspirants of the two levels occurred. The items which elicited differences among aspiration levels, conceptually appear to pertain to individual characteristics and experiences (versus structural items which are separate from the individual and pertain to groups). Further analysis using factor analysis also suggested two underlying dimensions or factors within this set of items. The items with high loadings on each of the two factors that were identified, conceptually adhered to the blockage types suggested in our initial analysis of these data--structural and individual. As the individual blockage items elicited differential responses from the groups examined and the structural items did not, we contend that goal blockage perception may not be properly measured as a general unidimensional scale which has been the procedure in several path analytic models (Cosby & Falk, 1973; Howell, Frese, and Sollie, 1977).

3. If such types are identified, are there relationships between sex, occupational aspirations, and each of these blockage types?

Upon examining differences in the perceptions of blockage types identified by the factor analysis, the only significant relationship

among these variables appears between occupational aspirations and the individual blockage type. The difference of means test shows blue collar aspirants to perceive greater "individual" goal blockage to their attainment than those aspiring to white collar positions. Our expectations that white collar aspirants would perceive greater individual goal blockage than blue collar aspirants was refuted. Sex and occupational aspirations show no relationship to the structural blockage type.

The lack of sex differences in perceptions of either structural or individual blockage perception is consistent with previous status attainment research on blacks (Treiman & Terrell, 1975; Debord, Griffin, Clark, 1977). Debord, et. al. suggest that the lack of sex differences may be attributable to overriding influences of race - being a black high school student in a Southern school. These effects may transcend those of male/female categorizations made by self and others. Another explanation provided by Treiman and Terrell which may be applicable to our data, is that similarities between sexes in perceptions of blockage to attainment may reflect more similar labor market outcomes for black males and females as compared to their white counterparts. They found greater homogeneity between black men and women in terms of socioeconomic participation and attainment than among white men and women. As occupational outcomes for both sexes among blacks are similar, we should not be surprised that perceptions of blockages to these outcomes are similar for both sexes as well, given students' awareness of these structural arrangements.

Finally,by treating goal blockage as two distinct types, we were able to distinguish differences in blockage perception among this

group of black students which might have gone unnoticed had we used a single scale measurement of this variable.

IMPLICATIONS

In addition to the group differences demonstrated by the usage of blockage types, the specification of structural versus individual blockage types may have some implications concerning the definition of occupational aspirations, as well as, the status attainment models using these variables. The indicator that has been used to determine blockage effects in these studies implies that the respondent has an occupational goal in mind and then, subsequent to this identification, he/she assesses the blockage items. This ordering is theoretically possible in relation to the structural blockage items which are separate from his goals. However, if such an individual goal blockage type exists (as suggested by these data), can the individual realistically separate factors such as his race or intelligence form his/her goals or aspirations? Can aspirations be antecedent to these blockage factors, or are they elements of the same variable?

In terms of our data, we ask why would more blue collar aspirants see intelligence, desire to move, race, etc. as blockages than the white collar aspirants whose accessibility to their desired occupations is more dependent on such factors? We would suggest as a possible explanation, that these "individual" blockage items are incorporated into the respondent's choice of aspiration--they are a part of his/her aspiration. Thus, those with more negative or narrow self perceptions may choose lower or blue collar occupational goals, and those with more positive images of themselves may aspire to higher level occupations.

This interpretation is consistent with Kuvlesky and Bealer's (1966) definition of "aspiration" which includes such an individual (they call it "person" related) element or dimension. Unfortunately, they did not develop this element of aspiration toher than to say people differ biologically, psychologically, and in social attributes, in terms of their goals and orientations.

The assessment of goal blockage as an intervening variable between occupational aspirations and expectation has not been verified. A possible explanation is that the individual type of blockage perception as an integral part of the individual's aspirations, may include the element of "realism" in this variable of the model. Thus, no further lowering of expectations through the blockage items will occur, because it has already occurred at the level of aspirations.

The model which assumes goal blockage to occur antecedent to aspirations and expectations (anticipatory goal deflection) is more plausible with the time dimension we suggest, but the overall explained variance of this model is low. Again, however, the distinction between blockage types is not considered. The assumptions of this model indicating independence between a goal blockage index, self image, and significance other influence, fail to acknowledge the possible relationship between "individual" blockage perceptions and these variables.

SUGGESTIONS FOR FURTHER RESEARCH

These data and their implications suggest that a multidimensional treatment of goal blockage is warranted and useful in terms of analyzing factors which black youth perceive as inhibiting their occupational attainment. Further research in this area would be helpful in determining

if these blockage types are applicable to other groups (whites, residence groups, age groups, and people from other regions). Also, the inclusion of other items to indicate these blockage types would strengthen their validity. Most importantly, the role or roles of these blockage types in the causal sequence of status attainment must still be determined.

One further note, the present socialization models of status attainment have not proved highly accurate for blacks. It has been suggested by some that the inclusion of structural type variables such as the structure of the labor market, discrimination factors, or even institutional catagorizing would increase the predictive power of these models for such groups. Our data indicate that through blacks' perceptions of factors which affect their occupational attainment, structural type factors have tremendous influence on their attainment. The inclusion of these types of variables as contextual influences as well as social psychological variables might be suggested based on the responses of these South Carolina black youth.

FOOTNOTES

1. Factors were extracted by a principal components method which determines the best linear combination of the variables. This combination accounts for more of the variance in the data as a whole than any other linear combination of the variables. Subsequent components are the best linear combinations accounting for the residual variance after the principal component is extracted, and are orthogonal to the principal component and each other. Factors with an eigenvalue of less than 1.0 were not retained by this procedure.
2. Group means were computed by summing weighted scores on each factor variable (weighted by the factor loading), and dividing this figure by the sum of the weights of the responses for each individual. Individual mean scores were then summed and divided by the number of respondents in the sex or occupational aspiration category, to arrive at a mean score for the group. This score accounts for missing values as well as the size of the group.

   A series of difference of means tests was chosen over a two-way analysis of variance due to the unequal cell sizes which would have made interpretation hazardous (Blalock, 1972).

TABLE 1. Perception of Blockage Factors by Sex

Blockage Items	Percent Perceiving Item as Blockage Factor: Males	Females	Q*
1. Lack of good job opportunities in or near my community	77%	78%	-.03
2. Good jobs are getting too scarce in the U. S.	74%	77%	-.10
3. Not enough money to go to technical school or college	73%	70%	-.07
4. Don't know enough about the opportunities that exist	65%	66%	.03
5. Not smart enough	53%	54%	.02
6. My race	49%	48%	-.03
7. No technical school or college nearby	46%	43%	-.07
8. The schools I have gone to	46%	40%	-.12 **
9. Don't want to move	39%	39%	-.003
10. Lack of parent's interest	36%	31%	-.12

* 2x2 Table relating effect/no effect to sex

** Chi square significant at .05 level.

TABLE 2. Perception of Blockage Factors by Occupational Aspiration by Sex

Blockage Items	Percent Perceiving Item as a Blockage Factor — Males: Blue Collar	Males: White Collar	Males: Q*	Females: Blue Collar	Females: White Collar	Females: Q*
1. Lack of jobs in community	77.1	77.4	.01	76.3	79.5	.09
2. Good jobs scarce in U. S.	74.9	72.9	-.05	77.0	77.5	.01
3. Not enough money for school	71.1	73.5	.06	74.2	67.7	-.16
4. Don't know of opportunities	63.2	66.0	.05	68.4	64.7	-.08
5. Not smart enough	61.3	48.1	-.26**	58.7	51.3	-.15
6. My race	52.7	47.2	-.11	49.5	46.8	-.05
7. No technical school nearby	54.0	41.7	-.24**	43.6	42.4	-.03
8. Schools attended	52.9	41.5	-.25**	42.1	38.6	-.07
9. Don't want to move	46.6	34.0	-.26**	39.2	38.7	-.01
10. Lack of parent's interest	38.3	34.0	-.10	31.1	30.1	-.02

* 2x2 Table relating effect/no effect to occupational aspiration

** Chi square significant at .05 level.

TABLE 3. Rotated Factor Pattern (Varimax Rotation)

Blockage Items	Individual Factor	Structural Factor
1. Lack of jobs in community	.00125	.84312*
2. Good jobs scarce in U. S.	.24110	.70438*
3. Not enough money for school	.49621*	.26493
4. Don't know of opportunities	.46912*	.44598
5. Not smart enough	.67063*	.22958
6. My race	.47450*	.37890
7. No technical school nearby	.40918	.41645*
8. Schools attended	.73538*	.12016
9. Don't want to move	.55405*	.14451
10. Lack of parent's interest	.71680*	.04718

* Loads highest on that factor

TABLE 4. Difference of Means Between Sex and Individual and Structural Blockage Types.

Individual Blockage Type

Sex	N	$\bar{X}$	Standard Deviation	T	DF	Prob (T)
Males	568	1.79	0.023	1.7398	1190	0.0822
Females	624	1.74	0.023			

Structural Blockage Type

Sex	N	X	Standard Deviation	T	DF	Prob (T)
Male	566	2.21	0.751	-1.0486	1184	0.2946
Female	620	2.26	0.737			

TABLE 5. Differences of Means Between Occupational Aspiration and Individual and Structural Blockage Types

Individual Blockage Type

Occupational Aspiration	N	$\bar{X}$	Standard Deviation	T	DF	Prob (T)
Blue Collar	417	1.86	0.623	3.9737	738	.0001
White Collar	775	1.72	0.526			

Structural Blockage Type

Occupational Aspiration	N	$\bar{X}$	STANDARD DEVIATION	T	DF	Prob (T)
Blue Collar	415	2.27	0.787	1.1072	1184	.2684
White Collar	771	2.22	0.719			

REFERENCES

Blalock, Hubert M. Jr.
1972 Social Statistics. New York: McGraw-Hill, p. 324.

Briggs, Vernon Jr.
1975 "The Employment and Income Experience of Black Americans". Pp. 386-403 in J. Steven Picou and Robert S. Campbell (eds.), Career Behavior of Special Groups: Theory, Research and Practice, Columbus, Ohio: Charles E. Merrill Publishing Co.

Comrey, Andrew L.
1973 A First Course in Factor Analysis. New York: Academic Press.

Cosby, Arthur G.
1969 "The Disadvantaged Student: Goal Blockage and Occupational Aspirations of Southern Youth". Proceedings from Rural Sociology Section of annual meeting of Association of Southern Agricultural Workers, Mobile, Alabama.

Cosby, Arthur G. and William W. Falk
1973 "Self Image, Goal Blockage, Significant Other Influence, and Anticipatory Goal Deflection". Proceedings from Rural Sociology Section of annual meeting of Association of Southern Agricultural Workers, Atlanta, Georgia.

Cosby, Arthur G. and J. S. Picou
1972 "Occupational Choice and Perceived Goal Blockage". Proceedings from Rural Sociology Section of annual meetings of Association of Southern Agricultural Workers, Richmond, Virginia.

Debord, Larry W., Larry J. Griffin and Melissa Clark
1977 "Race and Sex Influences in the Schooling Processes of Rural and Small Town Youth". Sociology of Education 42(April): 85-102.

Doeringer, Peter B. and Michael J. Piore
1975 "Unemployment and 'The Dual Labor Market'". The Public Interest 38 (Winter): 67-79.

Falk, William W.
1973 "School Desegregation, Mobility Attitudes and Early Attainment of Rural Black Youth". Unpublished dissertation, Texas A&M University, College Station, Texas, August.

Hall, Larry D. and A. Lee Coleman
1978 "Desired Job Characteristics and Perceived Occupational Barriers Among Low Income Youth in Kentucky". University of Kentucky--Agricultural Experiment Station, RS-60, Lexington, Kentucky, January.

Horan, Patrick
1978 "Is Status Attainment Research Atheoretical?" Forthcoming in American Sociological Review 43(August).

Howell, Frank, Wolfgang Frese, and Carlton Sollie
1977 "Ginzberg's Theory of Occupational Choice: A Reanalysis of Increasing Realism". Journal of Vocational Behavior 11: 332-346.

Jencks, Christopher, et al.
1972 Inequality: A reassessment of the Effect of Family and Schooling in America. New York: Basic Books, Inc.

Kerckhoff, Alan C.
1976 "Status Attainment Process: Socialization or Allocation?" Social Forces 53(December): 368-381.

Kerckhoff, Alan C. and Richard T. Campbell
1977 "Race and Social Status Differences in the Explanation of Educational Ambition". Social Forces 55(March): 701-714.

Kerlinger, Frederick N.
1964 Foundations of Behavioral Research. New York: Holt, Rinehart, and Winston, Inc. Pp. 650-685.

Kuvlesky, William P. and Robert C. Bealer
1966 "A Clarification of the Concept of Occupational Choice". Rural Sociology, 31(September).

McLean, Edward L.
1972 "General Population Characteristics--South Carolina, 1960-1970". Clemson University Cooperating with USDA Extension Service, Clemson, South Carolina.

Picou, J. Steven and Henry Azuma
1970 "Occupational Projections and Perceived Blockage Factors: A Delinquent Non-delinquent Comparison of Black Male Adolescents". Paper presented at the annual meeting of the Southern Sociological Society, Atlanta, Georgia, (April).

Porter, James N.
1974 "Race, Socialization, and Mobility in Education and Early Attainment". American Sociological Review 39(June): 303-316.

Portes, Alejandro and Kenneth L. Wilson
1976 "Black-White Differences in Educational Attainment". American Sociological Review 41(June): 414-431.

Sollie, Carlton R. and Mike Lightsey
1975 "Perceived Occupational Goal Blocks of Southern Youth". Proceedings of Rural Sociology Section of annual meetings of Southern Association of Agricultural Scientists, New Orleans, Louisiana.

Treiman, Donald and Kermit Terrell
1975 "Sex and the Process of Status Attainment: A Comparison of Working Women and Men". American Sociological Review 40: 174-200.

U.S. Bureau of Census
1970 "1970 Census of Population: Characteristics of the Population--South Carolina". U.S. Department of Commerce, Washington, D.C.

APPENDIX A - Sample High School and Student Frequencies (1973)

County	No. of Schools	No. of Students	% of Total School Enrollment
A	3	58	18%
		61	22%
		16	9%
B	1	68	33%
C	1	123	48%
D	1	179	67%
E	2	33	37%
		15	19%
F	1	163	43%
G	1	89	70%
H	1	3	2%
I	1	231	75%
J	1	103	90%
K	1	110	95%
	14	1252	

APPENDIX B - Characteristics of Counties in Samples According to 1970 U. S. Census (percentages)

County	% State Population	% Black	% Rural	% With Income Below Poverty	Person 25 Yrs. and Over - Median School Yrs. Completed
A	4.1	18.1	59.1	12.8	10.0
B	9.6	31.5	18.2	19.4	12.0
C	1.2	39.2	67.2	20.4	9.4
D	0.8	59.4	82.9	31.2	9.0
E	1.9	28.0	57.6	11.2	10.3
F	2.7	24.9	70.6	25.2	10.4
G	0.3	60.3	100.0	33.9	9.3
H	1.6	9.9	70.0	14.9	9.2
I	2.7	54.9	81.0	31.0	9.9
J	3.1	41.7	52.5	25.9	10.9
K	1.3	60.9	90.0	401.	9.0
STATE	100	30.4	52.4	19.0	10.5